

Book Fifteen Part One

Punctuation and “-le” & “-en” Endings



Written and illustrated by

Miz Katz N. Ratz

A Progressive Phonics™ book

Copyright (c) 2004–2007 by Miz Katz N. Ratz, patent pending

Table of contents

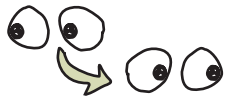
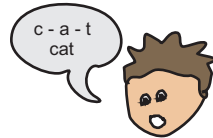
2	Quick Start Guide
3	Punctuation
4	Period/Full Stop
6	Capital Letters
7	Question Mark
8	Exclamation Mark
10	Apostrophes & Possessives
11	Commas
16	Quotation Marks
18	Other marks
19	Words that end in “-le”
25	Words that end in “-en”

Quick Start Guide



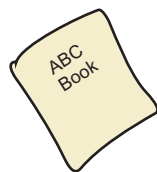
Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



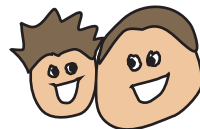
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

Don't rush it. Body builders don't train in a day, neither does a child.



If your child is having difficulty, he/she might need more practice with the alphabet. Get a fun book about the alphabet and read that lots of times. Then come back to Progressive Phonics.

And most important of all, HAVE FUN!



Quick Start Guide Part Two

Words that a child should be able to read by now are printed with BLUE ink – if your child can't read them easily, go back and review the earlier books.

The new words being learned are “big, red words”.



My cat is **black**, as **black** as night – except for his **back**, which is white as white.



Words or grammatical constructions that a child has not learned yet are written in black ink. **These words are supposed to be read by the parent/teacher. ****

** Your child can try to read them, but don't worry too much about them – they are taught later, either in upcoming Progressive Phonics books, or in spelling or grammar at school.

Note! The grey text next to the “ear” sign is supposed to be read by the parent/teacher. The ear means the student is supposed to listen

Punctuation



When we talk, we put words together so we can tell people what we are thinking or to ask questions.

Each little group of words is a thought or a question.



When we talk, we use spaces of time to separate the different thoughts and questions.

the cats are hungry if we have potatoes for dinner can I eat them?

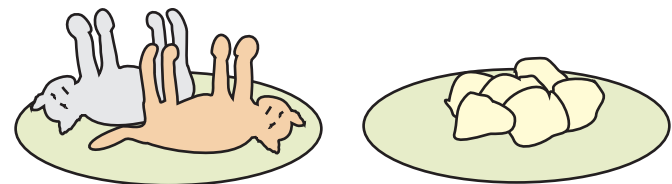


If we don't separate the groups of words, people have a hard time understanding what we are saying or asking.

the cats are hungry if we have potatoes for dinner can I eat them?



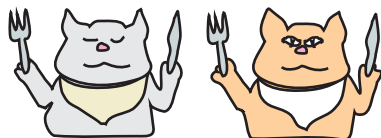
Are the cats only hungry if we have potatoes for dinner? And can I eat what? The cats or the potatoes?



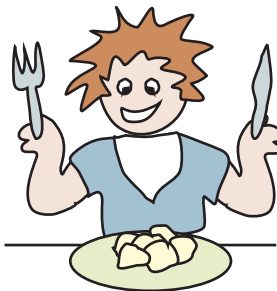


When we write, we use squiggles and dots to show which words go together and what we mean.

The cats are hungry.



If we have potatoes for dinner, can I eat them?



These squiggles and dots are called punctuation.

Can you say that word after me?

Punctuation.

Period / Full Stop



A group of words that says a thought or asks a question is called a sentence.

Can you say the word “sentence” after me? Sentence.

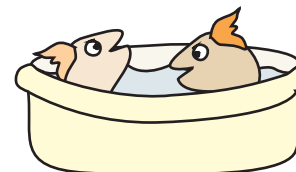
We use a little DOT at the end of a sentence to show that it’s the end of the sentence.

This little dot is called a period/full stop. **

I want to go for a walk in the park.

My cat likes to climb that tree.

I see two fish in the bath tub.

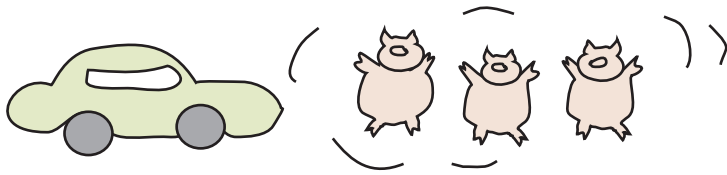


** Parent/teacher note: “Period” is used in America; “full stop” is used in the U.K. Choose the name that best suits your system.

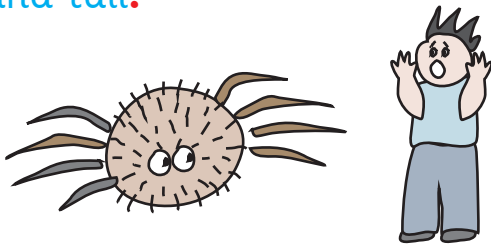


Show me each period/full stop on this page.

Three pigs dance in the street. Cars can't move because the pigs are in the way. Maybe I should call the cops and tell them about the naughty pigs.



There are many kinds of spiders. Some spiders are hairy and scary. Some spiders are small. I would hate to meet a spider that was very big and tall.



The following group of words is hard to understand because there are no periods/full stops to show us where the sentences end:

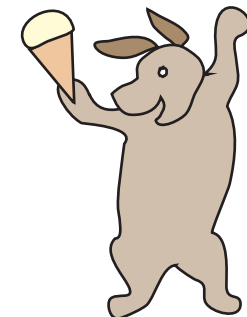
my dog wants to eat my yummy ice cream I don't think ice cream is good for dogs



There are two different ways to "read" the sentences. Which way do you think is the right way?

My dog wants to eat my yummy ice cream. I don't think. Ice cream is good for dogs.

My dog wants to eat my yummy ice cream. I don't think ice cream is good for dogs.



Capital letters



Another thing that helps show us where sentences begin and end is a capital letter. (Capital letters are the “big” letters.)

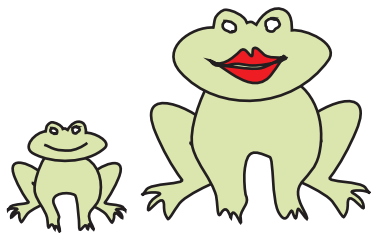
We always use capital letters at the beginning of a sentence.

Wrong

the frog sat on the grass with his very big wife. his wife is so big that she is almost as big as a cat. do you think she is big enough to squash him?

Right

The frog sat on the grass with his very big wife. His wife is so big that she is almost as big as a cat. Do you think she is big enough to squash him?



We also use capital letters at the beginning of a NAME. People, streets, cities, and countries all have names.

Fred and Mary run down a street. The name of the street is Big Street, even though it is a very small street.



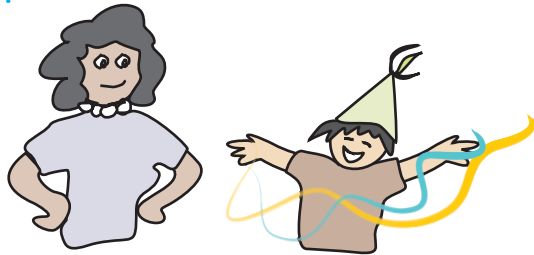
My grandmother, Jane Smith, lives in New York, which is a big city in the United States of America.





We also put a capital letter at the beginning of the name of a month, and at the beginning of the names of the days of the week.

The name of my teacher is Mary Jones.
Her birthday is in June. My birthday is
in May.



I go to the park every Monday and
Friday to play baseball with my friends.



Question mark



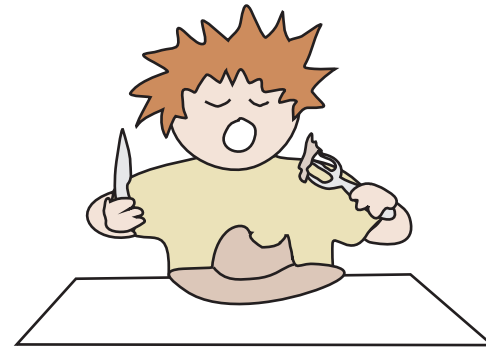
Another important punctuation mark is the question mark.

A question mark always goes at the end of a question.

Do you like cats?

Can I have some candy?

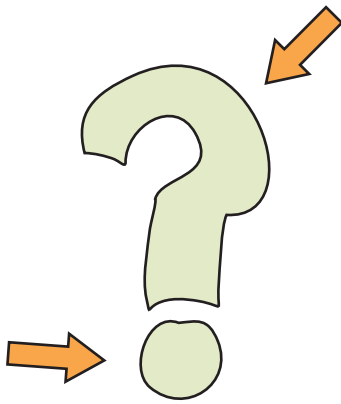
Can I eat my hat?



(See Progressive Phonics Book # 13 for more information on questions and question marks.)



A question mark has TWO parts – the period/full stop which tells us that it is the end of a sentence, and the squiggle, which tells us that this sentence is a question.



Exclamation mark



Another punctuation mark is the exclamation mark.

The exclamation mark tells us that a sentence has very strong feelings – like joy, anger, fear or surprise.

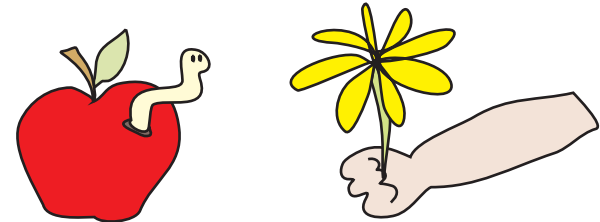
I am so happy to see you!

You broke my toy!

Run away from the monster!

Look! There's a worm in my apple!

Surprise! A flower for you!





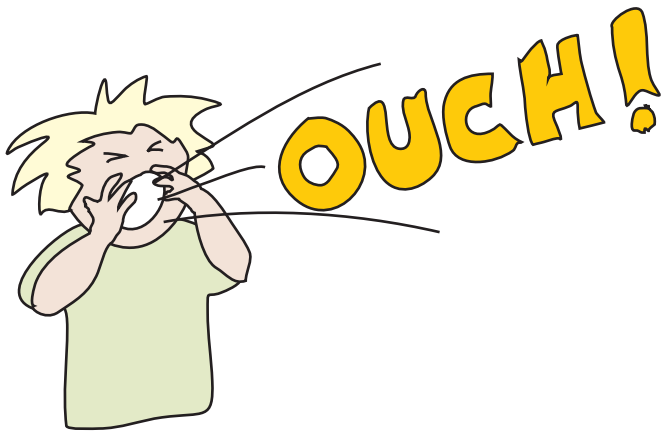
The exclamation mark can also mean that something is very loud.

The gun went bang!

Fred! Come in, it's dinner time!

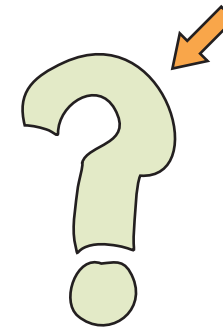
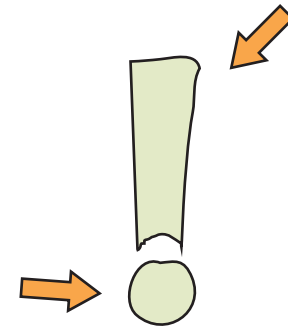
Ouch!

I speak very loudly!



The exclamation mark has TWO parts: a period / full stop which tells you us that it's the end of a sentence, and a little line, which tells us that it's an exclamation – something that has strong feeling or is very loud.

Notice that the question mark is curvy, but the exclamation mark is straight.



Apostrophes & Possessives



Another punctuation mark is the apostrophe, which shows when letters have been squeezed out of a word.

I am a blue tiger.
I'm a blue tiger.



She is a funny frog.
She's a funny frog.

We are happy.
We're happy.



Do not eat dirt.
Don't eat dirt.

Cats are not good swimmers.
Cats aren't good swimmers.
Cats cannot swim well.
Cats can't swim well.



The apostrophe is also used to show that something belongs to someone.



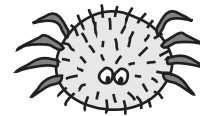
Fred's cat is really fat.



My brother's drum



The teacher's pen.



Mary's spider is very hairy.



The cat's bowl is empty.



My dog's bowl is full.

(See Book 14 for more information on contractions.)



Tell me what each apostrophe means.

A good way to figure it out is to say the word “is” and see if it makes sense.



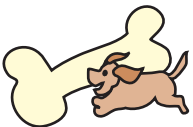
The cat's very fat.
The cat's fur is black.



Kate's book is big.
Kate's happy. She likes her book.



The man's taller than the door.
The man's shoe is gone.



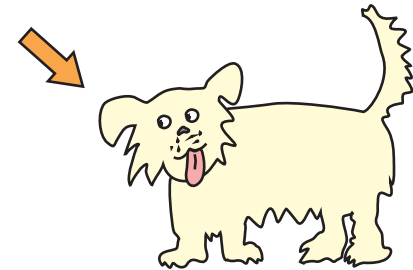
The dog's bone is yellow.
The dog's smaller than his bone.

Commas



A comma is another punctuation mark that we use a lot. A comma looks just like an apostrophe, but it sits lower down.

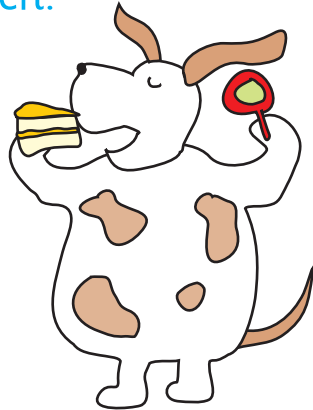
No, I'm not Bob's
dog! Bob's dog
isn't a big, hairy,
yellow dog like
me.





You will learn more about commas later in school, but for now, a good rule to know is that a comma is a small pause when you're reading. This small pause helps us understand how the words inside a sentence fit together.

Last night, my dog didn't sleep at all. He was too busy eating cookies, cake, candy and ice cream. He should be on a diet, but he loves sweet foods too much.



Let's practice pausing. Read these sentences out loud, and pause a little bit every time you come to a comma.

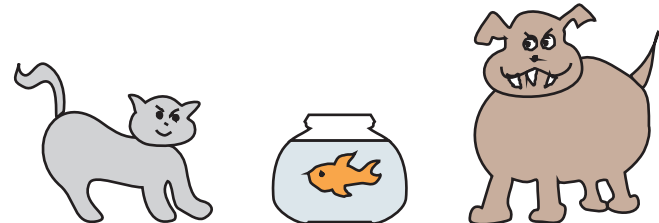
After school, I play with my friends.

The dog chased the cat, but he didn't catch her.

My sister runs, never walks, everywhere she goes.

Even though I like ice cream, I was too full to eat any.

My cat likes to watch fish, and my dog likes to chase cats.





One of the ways that commas help, is that they help separate names and things.

Joe, Nancy and Fred eat bananas.

I bought milk, bread, butter, dog food, ice cream, cake and candy at the store.

I have a cat, a dog, a bird and three fish.

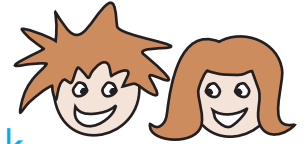
I got a book, a doll, a hat and a new dress for my birthday.



If there are only two names or things, we don't need a comma to separate them; we just use the word "and".

Joe and Sue have red hair.

I went to the store to buy bread and milk.



We could use the word "and" between more than two names or things, but it looks (and sounds) a bit silly. Usually, we only use the word "and" once in a sentence.

I have lots of marker pens – red and blue and green and yellow and brown and pink and gold and black. Wrong.

I have lots of marker pens – red, blue, green, yellow, brown, pink, gold and black. Right.

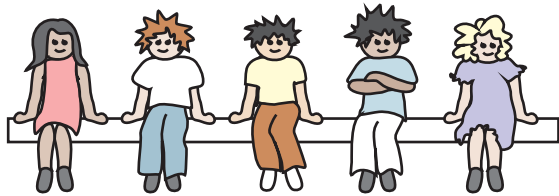




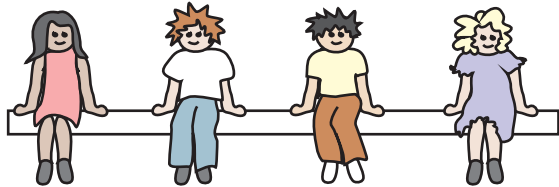
It can be very confusing (hard to understand) if we don't use commas to separate names. Like this:

Mary James John Tyler and Sue sat on the bench.

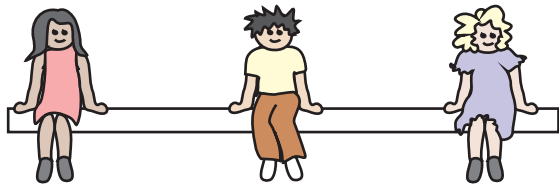
Are three, four or five people sitting on the bench? Commas make it clear.



Mary, James, John, Tyler and Sue.



Mary, James, John Tyler and Sue.



Mary James, John Tyler and Sue.



We're now going to play a game to practice punctuation.

I will read a story, and when I'm reading, you walk in place (or around in a circle).



When I get to a period/full stop, you have to STOP until I start reading again.



When I get to a comma, you have to pause, and then keep walking.



When I get to a question mark, you have to stop and throw your hands up in the air.



When I get to an exclamation mark, you have to stop and JUMP.



Parent/teacher note: Read the story aloud (and very slowly!). Also read the punctuation out loud.

The Smelly Shoes



Once upon a time (comma) there was a pair of very smelly shoes (period/full stop)

One day (comma) I made the mistake of putting my nose inside the shoes (period/full stop) They smelled awful (exclamation mark)

I threw them away (comma) but do you know what happened (question mark)

They came back (exclamation mark)

I threw them away again (period/full stop) This time (comma) I put them in a garbage can far away from my house (period/full stop) I tip-toed back home (comma) quiet as a mouse (comma) so the shoes wouldn't hear me (period/full stop)

Did the shoes come back (question mark)
Yes (comma) they did (exclamation mark)

I threw the shoes away again and again (comma) but they always came back (period/full stop) And every time they came back (comma) they brought friends (period/full stop)

Finally (comma) a big (comma) green (comma) smelly (comma) stinky boot kicked me out of my own house (period/full stop)

Was I sad or happy (question mark)

I was happy because I could breathe again (exclamation mark)

THE END



Quotation marks



When you “quote” somebody, you repeat (say again) what they said.

And when you write down exactly what somebody said, you use quotation marks to show that it’s a quote of what someone said.

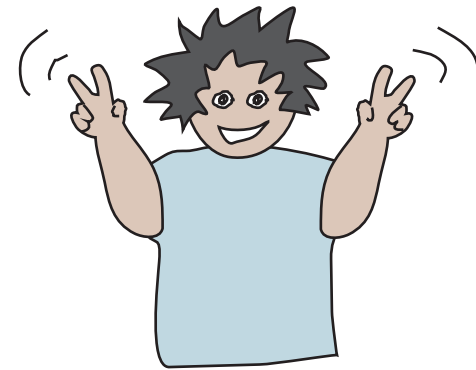


She said, **“Hello! How are you?”**



Let’s use our fingers to make quotation marks. You have to use both hands, because quotation marks go at the beginning AND at the end of a quote.

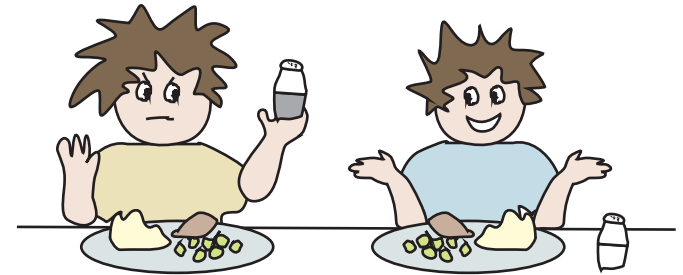
What you do is wiggle your fingers up and down to show that they are quote marks.



On the next page, read what people are saying, and use your fingers to make quotation marks when you quote what the people said. Ready?



Quotation marks don't all look alike – different styles of writing have different ways of writing quotation marks. But it's easy to see quotation marks – they're usually just two little squiggles at the beginning and end of a quote.

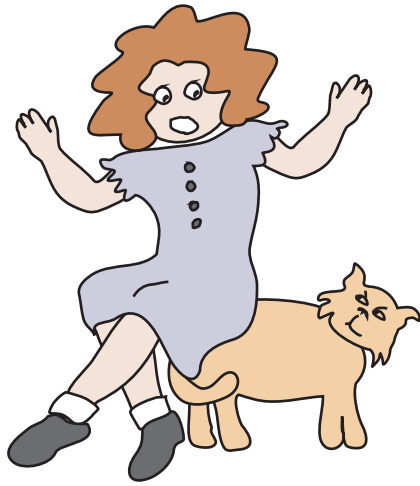


My brother said, "Please pass the salt."

So I gave him just the pepper.

My brother said, "That's not the salt!"

I said, "I don't know any better."



I said, “Come here!”
but my cat didn’t hear.

I said, “Go away,”
but my cat would only stay.

I said, “Oh, nothing,”
to a cat that wasn’t there .

Then my cat said to me,
“Get off! I’m not a chair!”

Other marks



You will sometimes see other little punctuation marks. Don’t worry about them too much because you will learn about them later in school.

But if you do run into a punctuation mark that you don’t know, try pausing a little. This will often help make the meaning of the sentence clear.

If you get confused, ask a grown up to help you.

; () : - -



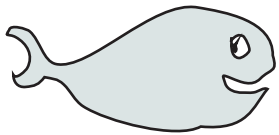
Words that end with “le”



In English, a lot of words end with the letters “le”. Here are some rules about these words:

RULE #1:

The “e” after the “l” is always silent; it doesn’t say anything.



whale



table

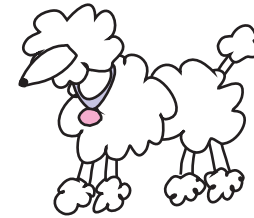


apple



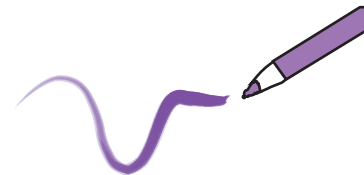
RULE #2:

If there’s a consonant** right before the “l”, then the “l” is pronounced “-ull”, like in “bull” and “pull”, but the “uh” sound is very squashed, and you can hardly hear it.



poodle

poodul



purple

purpul



turtle

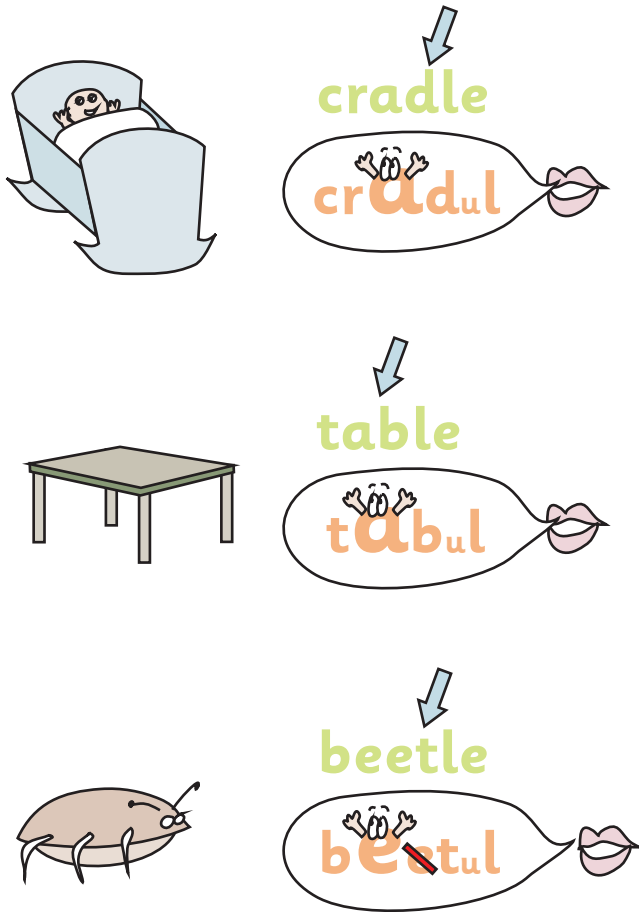
turtul

** Consonants: b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z
Vowels: a, e, i, o, u and sometimes y



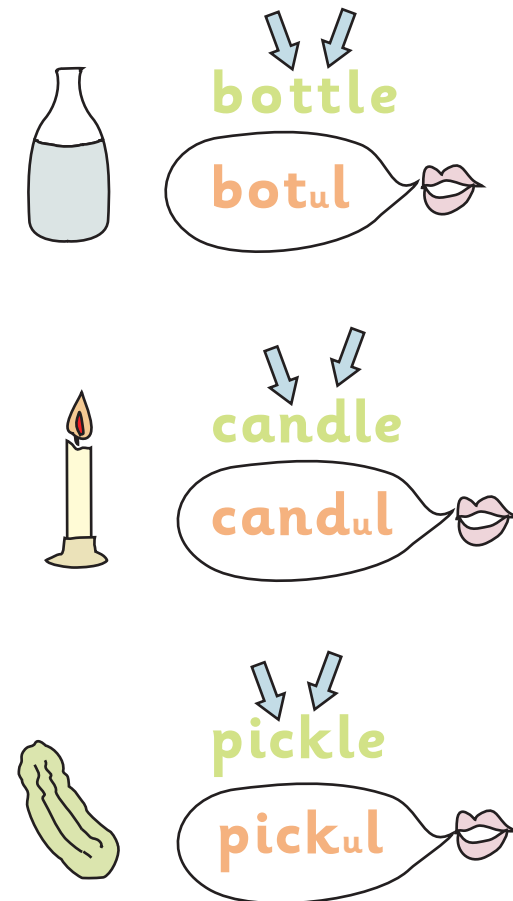
RULE #3:

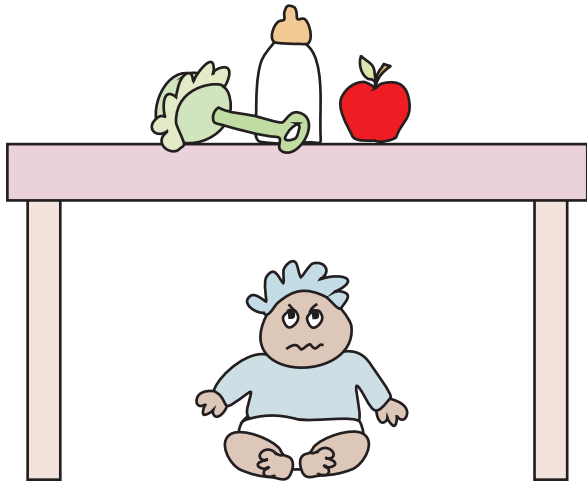
If there is just ONE consonant before the “l”, then the first vowel in the word – the vowel that you CAN hear properly – is usually a long vowel (a vowel that is calling out its name).



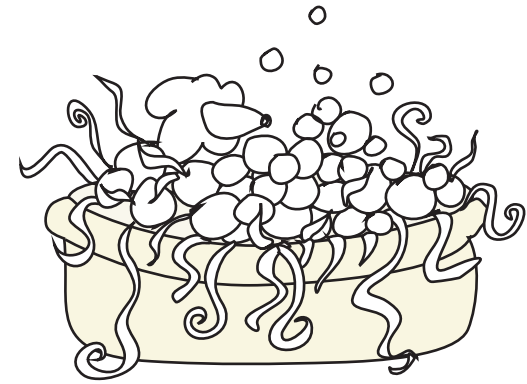
RULE #4:

If there are TWO consonants before the “l”, then the first vowel in the word – the vowel that you hear – is usually a short vowel (a vowel that is making its normal sound).

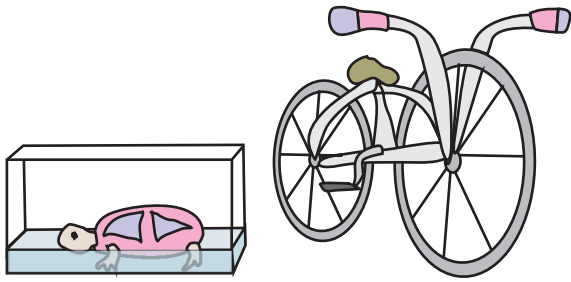




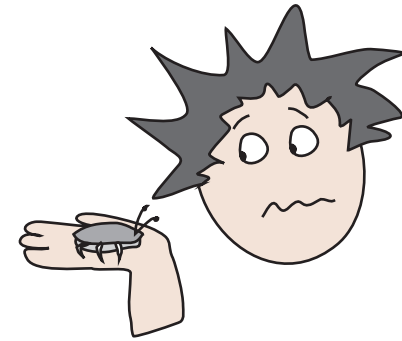
I wish I was **able**
 to climb on the **table**,
 but I'm just a **little**, tiny tot.
 My **bottle** and my **rattle**
 and a big, red **apple**
 are hiding from me on top.



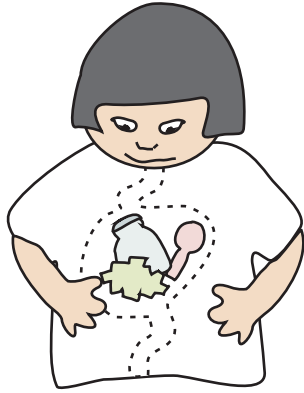
Where, oh, where
 is my poor, **little poodle**?
 She took a **bubble** bath
 with **oodles** of **noodles**.
 Can anybody see,
 or am I just blind,
 my poor, **little poodle**
 that I never can find?



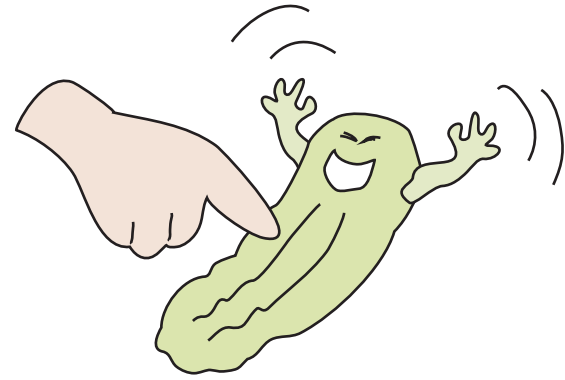
I had a birthday cake,
 with eight **little candles**.
 I got a **bicycle**
 with pink and **purple handles**.
 Then my **uncle** and my aunt,
 and my **little** cousin **Yertle**,
 came over to give me a
 pink and **purple turtle**.



People are good,
 but my **beetle** is better.
 My **beetle** wants to kiss,
 but **people** won't let her.
 Would you let my **beetle**
 kiss you on the cheek?
People usually scream,
 "Eek! Eek! Eek!"



Billy had a **bottle**
 of **wiggle, jiggle** jelly.
 He ate it all up,
 and now it's in his belly –
 the **bottle** and the spoon,
 and the **wiggle, jiggle** jelly.
 He ate it all up,
 and now it's in his belly.

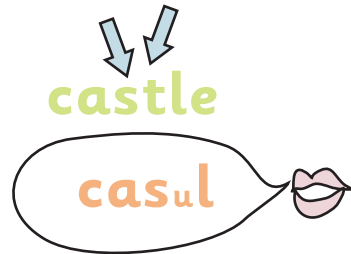
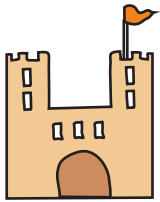


Can you **tickle** a **pickle**?
 Can you make a **pickle giggle**?
 Yes, but only if you **tickle**
 a **pickle** in the **middle**.
 When you **tickle** a **pickle**
 a **little** in the **middle**,
 you can make a **pickle jiggle**
 with a **little giggle wiggle**.



RULE #5:

If there's an "s" and "t" before the "l",
then the "t" is silent.



Last night,
a knight had to **whistle**
to get into a **castle**,
but the knight couldn't **whistle**;
it really was a **hassle**.
He said, "Why can't I shout,
or just say please?"
They said, "**Whistle**, or else
we'll make you eat peas!"

Words that end with “en”



In English, a lot of words end with the letters “en”.

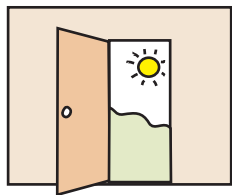
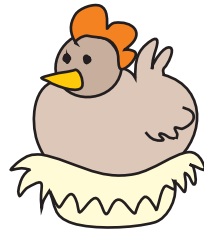
In longer words, the “en” sound is very squashed.

10

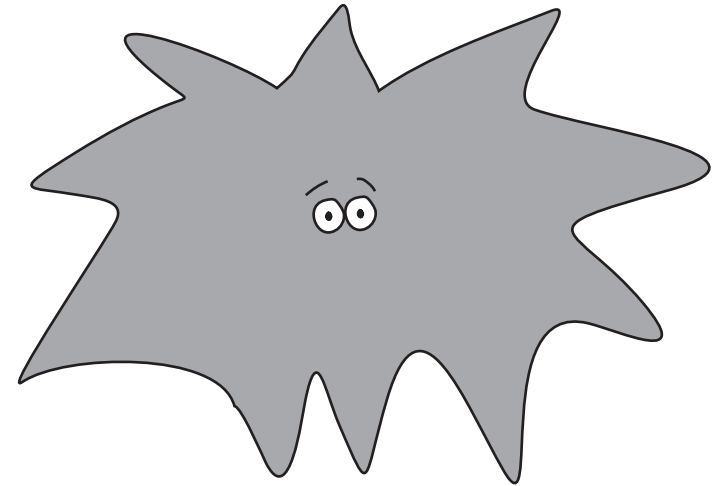
ten
ten

hen
hen

chicken
chick_en



open
ope_n



My eyes are **open**,

but I can't see.

My eyes are **open** –

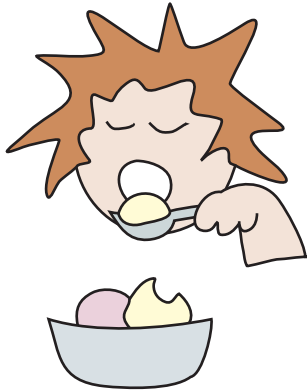
what is wrong with me?

I said, “When I **open** my eyes,

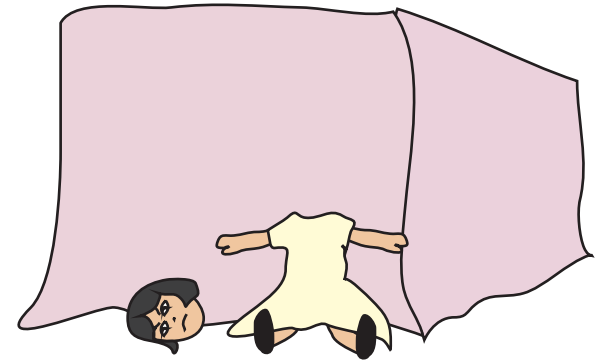
I am supposed to see.

Doctor, please turn on the

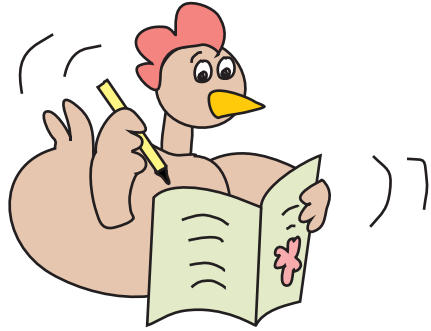
light and have a look at me”.



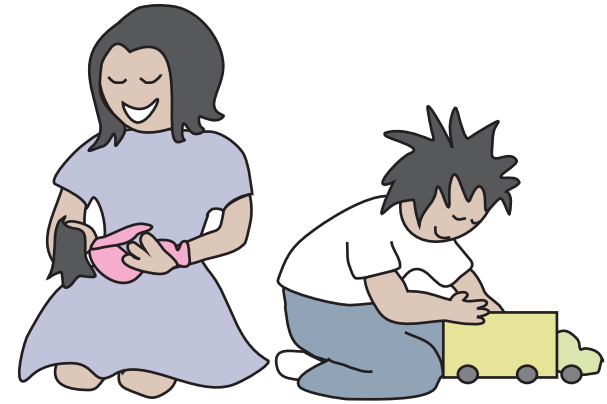
I eat ice cream
 as **often** as I can.
 I will eat it much more **often**
 when I grow into a man.
 But will ice cream once a day
 be **often** enough?
 And will three times a day
 be a little bit too much?



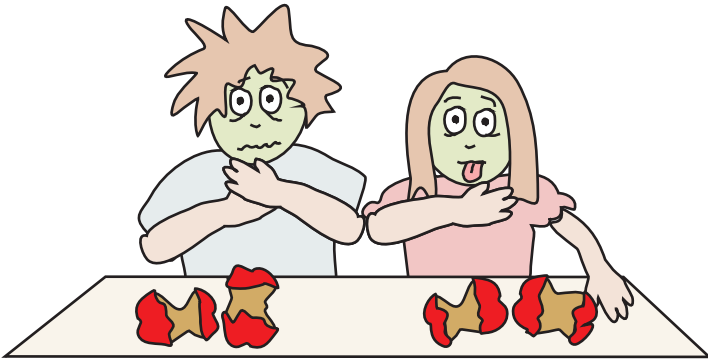
It **happens** quite **often**,
 yes, I **often** lose my head –
 when I wake up in the morning,
 it isn't on the bed.
 I wish it didn't **happen**.
 It shouldn't **happen** at all.
 It isn't very nice to take
 the head off a doll.



A **hen** is a **chicken**,
 a **hen** is a bird,
 and **chicken** aren't people,
 or so I have heard.
 But my **chicken** does
 all my homework for me.
 I pay my **chicken** money –
 she doesn't work for free.



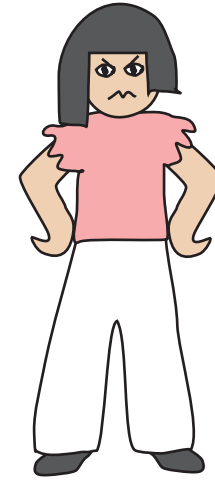
If **women** are **women**,
 and **men** are **men**;
 then what are **children**
 who are younger than **ten**?
Children are
 young girls and boys –
 little **men** and **women**
 who like to play with toys.



They had **gotten rotten** apples
and had **eaten** them all.

They had **gotten rotten** apples,
and the apples weren't small.

They had **gotten** quite sick,
they had **gotten** rather ill,
and the doctor had **forgotten**
to give them both a pill.



My pant legs are both **even**;
both legs are just as long.
But my hair is not **even**;
one side was cut all wrong.
I wish my hair was **even**.
I wish my hair was nice.
Would my haircut be more **even**
if they cut it wrong twice?



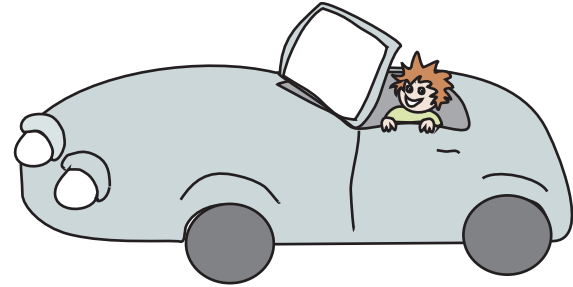
Sometimes we use quotation marks to show that a word is being used playfully.



I am very good at running,
even though I have no feet.
 And I never stop working,
even when I am asleep.
 You know I am a nose,
 and as every nose knows,
 we tickle when we're sneezy,
 and sometimes we need a "blows".



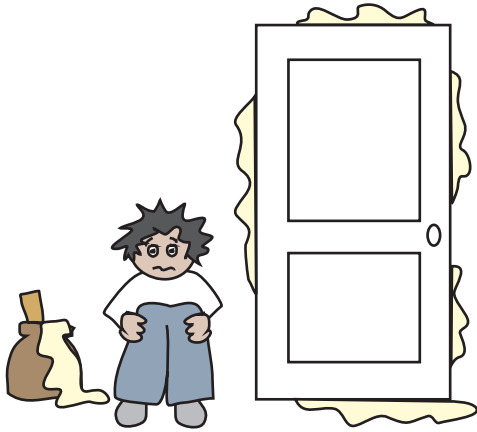
Even though "seven" and "eleven" look the same as "even", they sound different.



I am all grown up,
even though I'm not **eleven**.
 I am all grown up,
 though I'm not **even seven**.
 I am **even** big enough
 to drive the family car,
 but they won't give me the key,
 so I can't go very far.



In the word “listen”, we don’t hear the “st”, we only hear the “sss”.



Coming soon!

Book 15 Part Two:
The basics of syllables, and
-ed, -ing and -tion endings.

I did not **listen**
to the words my mom had **spoken**.
I did not **listen**,
and now my door won’t **open**.
The glue was very sticky –
who knew it was so strong? –
and now my door won’t **open**;
I’ve been stuck here for so long.